**September 14-18**

**Monday**

**Objective:**

1. The students will apply knowledge of language structure, language conventions figurative language, and genre to create, critique, and discuss the text.

2. The students will evaluate how words and phrases shape meaning and tone in texts.

**Activity:**

In your notebook, describe the situation and explain why you took a stand.

1. Whole Group Discussion

During medieval times, nobles often chose marriage partners for their children. A princess of one people might be given in marriage to the ruler of another in order to create alliances between their two peoples. As you read Beowulf, note the marriages that are described and think about the alliances that they create.

Foreshadowing is the use of hints or clues to prepare readers for events to come. As you read Beowulf, look for clues about how the tale will end. Pay close attention to speeches and descriptions that appear to suggest more than what they actually describe.

2. Vocabulary

exulting [i􏰄 zult􏰂in􏰄] adj. rejoicing greatly (l. 1881)

 fetters [fet􏰂ərz] n. anything that confines or restrains (l. 1609) host [ho ̄ st] n. large number; multitude (l. 1788)

imperious [im pe ̄r􏰂e ̄ əs] adj. dictatorial; domineering; overbearing (l. 1932)

niggardly [ ni􏰄􏰂ərd le ̄] adj. miserly; tight-fisted; penurious (l. 1929)

 surging [surj in􏰄] adj. moving with a violent, heaving, swelling motion (l. 1453)

3. Many of the characters in Beowulf are motivated by vengeance. As you read the next section of Beowulf, use the provided chart to note characters who seek revenge.

**Assessment:**

Formative-Teacher Observation

**Homework:**

Finish today’s activity

**Tuesday**

**Objective:**

The students will write with a sharp, distinct focus identifying topic, task, and audience.

**Activity:**

The students will write short essays on the following:

The literary term deus ex machina refers to the improbable and unexpected introduction of a person or device to make things turn out right. In your opinion, does the term apply to Beowulf’s fight with Grendel’s mother? Explain.

Allusions are references in a work of literature to a well-known person, place, event, written work, or work of art. Beowulf contains numerous biblical allusions. For example, Grendel is described as an offspring of Cain. In a paragraph or two, explain what this allusion or any other allusion of your choice adds to the poem.

**Assessment:**

Formative-Teacher Observation

**Homework:**

Finish today’s activity

**Wednesday**

**Objective:**

The students will determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes of the portrayal of women.

**Activity:**

With a small group of classmates, discuss Beowulf ’s portrayal of women (including Grendel’s mother). Based on the portrayal of women in the poem, describe the “ideal” Anglo-Saxon woman. How would she have behaved? What roles would she have played? Share your description with the class.

**Assessment:**

Formative-Teacher Observation

**Homework:**

Finish today’s activity

**Thursday**

**Objective:**

The students will understand tone.

**Activity:**

With a partner, discuss the tone of parts 20 and 21, in which Hrothgar laments the murder of his trusted counselor Esher and Beowulf responds. How do you think the king and Beowulf feel? How might these feelings be conveyed in their tones of voice and facial expressions? Choose roles and rehearse the scene; then perform it for your class.

**Assessment:**

Formative-Teacher Observation

**Homework:**

Finish today’s activity

**Friday**

**Objective:**

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama through letter writing.

**Activity:**

Pretend that you are Beowulf writing a letter to Wiglaf, your successor. What advice would you give to him to lead the Geats? What mistakes might you warn him against making? What values would you suggest he hold dear? Draw upon details from Beowulf’s life that you think would be instructive to the young leader.

**Assessment:**

Formative-Teacher Observation

**Homework:**

Finish today’s activity